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ABSTRACT

The Task Force on Institutional Effectiveness Measures was formed by the State Board of Directors for Community Colleges of Arizona to develop a statewide plan for systematically demonstrating the degree to which community colleges accomplish their diverse missions. Two subgroups were formed in the Task Force on transfer and college programs and services, and based upon the results of deliberations of these bodies the Task Force identified the following key issues in determining college effectiveness: access, transfer, economic or workforce development, community development, and return on investment. Further, the Task Force recommended that the State Office and each district prepare an annual report of institutional effectiveness based on these issues and including the following data: (1) unduplicated headcount, percentage of female population served, participation of minorities, and number of individuals receiving remediation to indicate access; (2) the number and percentage of upper-division students and baccalaureate recipients with community college credits to address the issue of transfer; (3) completion rates of vocational students, numbers of certificate and degree recipients, and pass rates of certification or licensure examinations to indicate economic development in terms of student benefits; (4) partnerships with business, industry, and government and success rates of small businesses using the Small Business Development Center to indicate business benefits; (5) descriptive narratives illustrating community development; and (6) data on annualized increase in earning with a associate degree and years required for State and localities to recover their investment through increased income and taxes. (KP)

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The State Board of Directors for Community Colleges of Arizona

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Report of the Task Force on Institutional Effectiveness Measures

June 1994

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DONALD E. PUYEAR, PH.D.
EXECUTIVE DIRECTOR

June 3, 1994

Mr. Dalton H. Cole, Jr., Chairman
State Board of Directors for Community Colleges of Arizona
3225 North Central Avenue, Suite 1220
Phoenix, Arizona 85012

Dear Mr. Cole:

It is a privilege to present the report of the Task Force on Institutional Effectiveness Measures to you and the members of the State Board. This Task Force consisted of members representing every district in the Arizona Community College System, whose task it was to develop a statewide plan for systematically demonstrating the degree to which our community colleges accomplish the diverse mission entrusted to them by the citizens of the state.

Being that the individual mission of each college in Arizona varies; it was the challenge of the Task Force to develop measures for statewide institutional effectiveness that would respect local prerogatives and individual college missions. The report has achieved this important goal. When the recommendations therein are implemented, our community college system will be in a much stronger position to tell the very positive community college story, and how this system contributes to the well-being of the constituents of this state.

The members of the Task Force are to be congratulated for their contributions and dedication. This document is their work; it represents the thinking of some of Arizona's best community college professionals. It is also further evidence of the ability of our system to come together to work on issues that are for the common good of our system and of the citizens of Arizona.

It is the hope of the members of the Task Force that the report's recommendations will be carefully considered, and that the report will serve to help demonstrate the effectiveness of the Arizona Community College System among all the people it serves.

Respectfully submitted,

Donald E. Puyear
Executive Director

Task Force on Institutional Effectiveness Measures

June 1994

Background

The Task Force on Institutional Effectiveness Measures was formed to develop a statewide plan for systematically demonstrating the degree to which community colleges accomplish the diverse mission entrusted to them by the citizens of the state. In the charge to the Task Force, State Board Executive Director Don Puyear further defined the assignment of Task Force as follows:

> *As you prepare for this task, please consider the proposition that much of what needs to be done can be done by making use of existing data, reports, and processes. To the extent possible—and I am persuaded that this will be almost totally—the plans and procedures we develop should support and enhance the work on institutional effectiveness that is already going on at virtually every campus in Arizona. Our plans should recognize that each of the colleges is different, is serving a different community with different needs and priorities, and is at a different point in the development of institutional effectiveness accountability measures. We should consider this to be a positive situation. Our system needs to encourage those who may be ahead of the pack to continue to forge ahead and, at the same time, provide guidance and assistance to those who may not be as far down the trail. In short, we need to find ways to demonstrate genuine accountability on the part of Arizona community college programs without imposing inappropriate uniformity or requiring unnecessary onerous reporting requirements. This will take responsibility and creativity. That is our challenge.*

Procedure

The Task Force members divided themselves into two working groups. The first group addressed itself primarily to the transfer function of community colleges, the second to other programs and services of community colleges. The subgroups prepared internal reports that were extensively discussed, first within the subgroup and then with the whole Task Force. A draft report was prepared based upon the results of the deliberations of the subgroups. This draft report was circulated to the membership of the Task Force and then was discussed extensively in a meeting of the group.

Findings and Recommendations

The effectiveness of a community college, or of a community college system, is defined in terms of how well it addresses the following elements of the community college mission.

Access. Access is described in terms of how extensively the institution serves all of the citizens of its service region. Measures of access include the percentage of the population that is served in some manner within the year, the degree to which economic and geographic obstacles to participation are addressed by the college, and the degree to which members of various ethnic and economic groups are served.

Transfer. The effectiveness of the transfer function of the community college is more easily measured than many of the other aspects of its mission. The number of students transferring to a four-year college or university and the subsequent success of those students can, and should, be tracked systematically.

Economic Development/Workforce Development. The nature of economic and workforce development activities of a community college will vary with the needs and opportunities presented by the local situation. Each district will need to speak to its activities, and the success of those activities, in economic and workforce development. These activities will include, but are not limited to, occupational courses of study designed to prepare new workers for meaningful employment, programs and courses designed to enable workers to keep their skills current and to expand their capabilities, programs and courses designed for specific industries, and workforce training activities for new and expanding businesses and industries.

Community Development. Community development activities will likewise vary dramatically from district to district, depending on the needs of the district and the willingness and ability of the citizens of the district to support the activities.

Return on Investment. Community colleges need to develop hard data to demonstrate the value the state and localities gain from the programs and services provided by the community colleges. Among other measures, these data should be developed in terms of "return on investment" to the state and local governmental treasuries resulting from the enhanced earning (and therefore taxpaying) capacity of the beneficiaries of the programs.

The Form of the Report

The Task Force envisions an annual report of institutional effectiveness of Arizona's community colleges prepared by the staff of the State Office with the participation of each district. This report will contain selected statewide measures of institutional

effectiveness, district-by-district reports (prepared by district personnel) on other aspects of institutional effectiveness, and periodic reports on the results of topical research or study reports on matters of current concern.

Element	Source of Data
ACCESS The fundamental purpose of community colleges is to provide access to higher education for citizens of the state in their home communities.	
• Evidence of access is provided by the participation rate (unduplicated headcount as a percent of state or district population).	Statewide Student Information System
A special responsibility of community colleges is serving groups which have traditionally had limited access to higher education. The effectiveness of community colleges in meeting this responsibility may be shown by the following data elements:	
• Percentage of female population served; • Participation rate of minorities; • Number of individuals receiving remediation.	Statewide Student Information System
TRANSFER	
Community colleges enable individuals to pursue the first two years of a baccalaureate degree in their local community.	
Definitions: The following definitions shall be used for these reports:	
Transfer Students are those students enrolled at a postsecondary institution who have earned 12 or more credits from another institution.	

Element	Source of Data
Sending Institution. The Arizona community college system as a whole shall be considered the sending institution for the purpose of reporting statewide institutional effectiveness. The Arizona community college system includes the districts and colleges under the jurisdiction of the State Board of Directors for Community Colleges of Arizona. *Receiving Institution is a regionally accredited public or private baccalaureate degree-granting institution that enrolls students with transfer credits from one or more colleges in the Arizona community college system. Information on transfer students should be obtained from: (1) the Arizona University System, (2) private four-year institutions in Arizona; and (3) out-of-state public and private four-year institutions.* *Community College Credits shall be any credit earned at an Arizona community college.* The following measures may be used to document their success in addressing the transfer component of the community college mission.	
Report on Upper Division Transfer Effectiveness: This report will consist of measuring the number and percentage of upper division university students in aggregate and by ethnic/race group who: (1) have *any* community college credits and (2) who have 12 or more credit hours of community college credit.	Statewide Student Information System Four-Year Institutions

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Element	Source of Data
Report on Baccalaureate Recipients: This report will consist of measuring the number and percentage of bachelors' degree recipients in aggregate and by ethnic/race group who (1) have *any* community college credits and (2) who have 12 or more credits hours of community college credit.	Statewide Student Information System Four-Year Institutions
ECONOMIC IMPACT/WORKFORCE DEVELOPMENT Community colleges enrich the state's economy by providing individuals with knowledge and skills which enable them to enter and continue to be a productive member of the work force. They also enrich the state's economy by entering into partnerships with business and industry to provide specific training which will make the state's work force more productive and competitive within the national and international economy.	
Benefits to Students—The impact of community colleges on individuals and the quality of training provided is clearly demonstrated by: • Completion rates of students enrolled in vocational courses; • Numbers of occupational certificate and degree recipients; • Pass rates of students taking certification or licensure examinations.	District reports
Benefits to Employers—Attesting to the contribution of the community colleges in maintaining the work force are: • Partnerships with business/industry/government; • Success rate of small businesses which have used Small Business Development Center Counseling Services; • Number of workshops and attendees in work related programs.	District reports

Element	Source of Data
COMMUNITY DEVELOPMENT In addition to providing higher education, community colleges contribute to the development of their home communities. The needs of communities vary across the state and college development activities are equally diverse as each college strives to meet the needs of its constituents.	
The report will contain descriptive narratives that highlight local community development activities and outcomes.	Information provided by districts.
RETURN ON INVESTMENT Community colleges are a social investment which provides a measurable return on investment.	
• Lifetime return on investment for the individual as a result of completing an associate degree.	
• Annualized increase in earnings as the result of an associate degree.	National or regional economic and/or census data.
• The number of years required for the State and localities to recover their investment through increased income and sales taxes paid.	

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Element	Source of Data
TOPICS OF CURRENT CONCERN	
From time to time issues emerge as concerns of the Legislature, the Governor, or of the general public. Examples of such issues are the present concern for the perceived problem of students taking an excessive length of time to complete undergraduate programs and the degree to which community colleges might make use of additional private contractors. The report of institutional effectiveness may be an appropriate vehicle to address these issues in a positive, proactive manner. A brief essay on current issues could be included in the report that could draw upon the information routinely contained in the report, as well as the result of special studies.	Special Studies by Staff or Task Forces

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Membership of the Task Force

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Dr. Karen Nicodemus, Director of Institutional Planning and Assessment

Coconino Community College
Dr. Dan Fishco, Dean of Instruction
Ms. Kathy Maieli, Dean of Student Services

Eastern Arizona College
Mr. Michael Crockett, Faculty Association President

Maricopa County Community College District
Ms. Mary Day, Institutional Research Specialist
Ms. Tricia Euen, Occupational Program Specialist
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Chandler-Gilbert Community College
Ms. Patti Johnson, Associate Dean of Administrative Services

GateWay Community College
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Dr. Joyce Elsner, Dean of Administrative Services

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Mr. William Holt, Dean of Instruction

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